

O ngoing self-confidence

N ew friends

N eeded service hours

E mpathy for others

C ontributing to community

T eaching experience

E ssential resume building

D etermined to serve

Computer Power Learning System

Tutorial Guide







Thank you Computer Power Learning System Steering Committee. Your guidance, wisdom, and kindness honors all of us learners.

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The Computer Power Learning System was developed by intergenerational innovations

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Tutoring Service Log

Tutor		Phone
School		Phone
Computer	Student	Email Address
Computer L	ab	Location
Tutoring Days		Tutoring Times
Date	Service Hours	Supervisor's Signature

THANK YOU TUTOR

You ask me for a motto. Here it is: SERVICE. Albert Schweitzer

Thank you for serving as a computer tutor and for caring enough to make a difference in another person's life.

Computers help older adults feel more independent and enhance self-esteem. Computers increase the dignity and the quality of life as people use technology as a life resource. Studies have shown that with age, there is a decline in the ability to process and store information. *The Computer Power Learning System* is designed to address the specific needs of the older learner. The system provides a personalized approach for computer, email, and internet knowledge through the building of the *Learner's Workbook*. As a tutor, you bring the guidance and inspiration necessary to complete this workbook.

Acquiring basic computer knowledge is just one outcome of the student-tutor partnership. You will come to know and respect each other. You will understand your student's learning styles and interests, and he/she will value your wisdom and talents.

Be gentle in your tutoring approach and realize that it may be frustrating at times for both of you. Develop tolerance, patience and flexibility. Encourage your student to do and try new things on the computer. Have fun and enjoy each other. Play around with all of this learning and do not be afraid of making mistakes.

Everyone has the power to learn. Through your commitment of time, knowledge and caring, you will teach another person that he/she has the power to learn computer skills. Thank you for your contribution. You are the best of the best!

Tutoring Tips

- ❖ Your main role as a tutor is to establish communication with your student. You are entering into a learning partnership which means that it is necessary to talk to each other and exchange information.
- ❖ Begin to understand your student. Are you teaching a man or a woman? What intercultural aspects are there to consider? Any physical challenges?
- Ask questions to get to know your student. Create a comfortable environment. What are his/her interests? Tell him/her some things about you. Find something you have in common.
- Use a caring voice. Let your student know that you are interested in him/her.
- Listen to your student. What does he/she need from you? What does he/she want? How does he/she learn best? Answer or nod in agreement so your student knows he/she has been heard.
- **Second Second S**
- ❖ Go into this teaching experience knowing that you are a positive influence. Start each session with enthusiasm. Look for ways to empower your student.
- ❖ Make positive affirmations. "You are doing great. You are smart."
- ❖ GO SLOWLY. Learning takes time and everyone has his/her own pace. Find out the pace at which your student learns best.
- ❖ Use the three time rule: Tell your student once. Re-tell him/her. Review. "What we just worked on was _____." (Or have the student teach you what was just covered.)
- ❖ Become aware of all computer lab rules and follow them.
- Check in with your student on a regular basis. How are things going? What could be improved?
- ❖ Stay on track with your teaching. Avoid too much talking and side questions. "We need to move on…" Agree on a learning plan at the beginning and stick to it.
- * Enjoy this experience. Stay excited about your work.

Learning Styles

It is worthwhile to spend time identifying how your student learns. With this understanding, you can present information in ways that will empower your student's learning. Have your student circle the boxes in the Learner's Workbook that best describe how he/she acquires knowledge. Usually people favor one type of learning style, but many have a combination of ways that they learn.

This discussion about learning styles shows you are interested in your student and it involves him/her in his/her own learning process.

Visual Learner	Kinesthetic Learner	Auditory Learner

Remembers words by their	Learns by doing and	Learns easily by hearing and
appearance.	remembers what was done.	saying.
Enjoys pictures, books and	May prefer hands-on	May need to verbalize while
demonstrations.	learning.	doing non-verbal tasks.
Notices details.	May be restless and need	Asks questions about written
	frequent breaks.	instructions.
Responds well to visual	May draw while listening or	Remembers what is said and
order and neatness.	watching.	discussed.
Watches faces intently.	Needs learning to be	Likes to talk.
	organized and fairly routine.	
Remembers where things	Wants to touch and feel	Can memorize the words to
have been seen.	everything. Moves around a	songs and poems easily.
	lot.	

To tutor visual learners, you may need to...

- Give lots of visual directions.
- Remove any visual distractions.
- Use pictures to represent words or ideas.

To tutor kinesthetic learners, you may need to...

- Show your student first, then have him/her do it.
- Plan breaks and opportunities to move around.
 - Follow a regular lesson routine every time.

To tutor auditory learners, you may need to...

- Read aloud.
- Help your student talk through the tasks.
- Give instructions verbally as well as in writing...

Other ways your student learns:

What Goes Where

Using the computer is often a new experience for the body. It is important to prepare for the experience with stretches and correct body positioning.

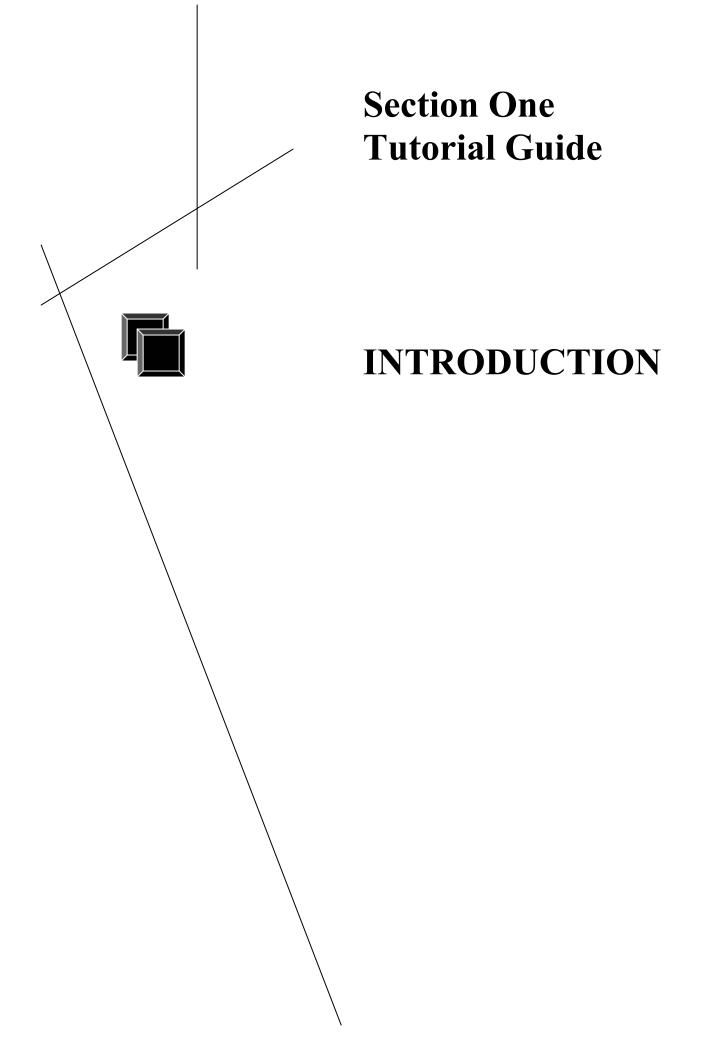
Stretches increase energy and comfort in the body. Stretches also lubricate the joints, and prepare muscles, tendons and ligaments for the work ahead. Encourage your student to relax and do each stretch slowly. No bouncing or stretching to the point of pain. Hold for 3-5 relaxing breaths. Do both sides when possible.

- Chin tucks: Pull chin and head backward as if to make many chins. Hold for a few seconds. Repeat three times.
- Shoulder rolls: Roll shoulders backward in three large circles then forward.
- **Hand stretch:** Open hands and separate your fingers as far apart as possible. Hold and stretch for two breaths then clasp tight in fist. Repeat.
- Wrist stretch: Place elbow on table, hand up. With opposite hand hold fingers down (palm up). Hold the opposite way (palm down) Repeat with opposite arm.
- **Tension release:** Frequent shaking or rubbing of hands and wrists provide rest and improves circulation.

Ergonomics

Ergonomics offers safe ways to be comfortable and protect your body while using the computer. Teaching ergonomics from the beginning will promote an awareness of the body and how it can best function. How is your student seated?

- **Sitting position:** Sit deep in your seat with legs and arms at a 90-degree angle. Shoulders back. Feet flat on floor. If needed, supply a foot rest to adjust to the 90-degree angle.
- **Back support:** When seated at an adjustable chair, position the back rest to support the low back curve. Tilt forward slightly. Adjust height to minimize slumping or leaning.
- Viewing distance: Top of screen at or below eye level.
- **Mouse use:** Mouse and keyboard are on same level and close to each other. Hold mouse loosely with all fingers and wrist in neutral position. Use your whole arm to move mouse. Light touch when you click. When resting, use a mouse pad for support.
- **Keyboard use:** Keyboard level or slightly angled down. Hand position is in the shape of a gentle curve. Stay close to the keys and tap lightly.



Section One

Section one encourages communication. The first learning is about each other.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section One: INTRODUCTION WELCOME	1 2	 Read the WELCOME page (in workbook) with the student. Calm any fears or apprehensions your student might have about learning the computer. 	
Section One: INTRODUCTION Task 1 How to use this workbook	3	 Present an overview of the entire Learner's Workbook with the student. Point out the table of contents, the different sections, key words, tasks, and task reviews in Section Six. Explain that each task will be taught and the information will be recorded in the workbook. 	

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section One: INTRODUCTION Task 2 Knowing each other	5	 ◆ Get to know your student. Find out: What motivates your student? What are his/her interests? ◆ What does he/she want to learn during your time together? ◆ What kind of a learner is your student? (visual, auditory or kinesthetic) ◆ Have your student circle their ways of learning in Task 2. ◆ Ask your student to read The Tutor page. 	
Section One: INTRODUCTION Task 3 What goes where	6	 Look at the seating positions. What is the most comfortable way for your student to sit at the computer? Are there any physical limitations to consider? 	

Use the same computer throughout all the tutoring sessions.

Be yourself. Develop your own teaching style.

You and your student both need to feel comfortable.





Section Two

Let's move to the basics.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Two: COMPUTER BASICS	8	◆ Introduce the computer.	
Task 1	9	• Explain key words:	
Getting familiar with the computer	10 A	computer parts monitor system unit keyboard mouse printer Write information in Task 1. Ask student to place his/her hand on each computer component mentioned.	
		Do Task 1 Review.	(optional)
Task 2 Starting the	11	 Explain key words: surge protector power buttons 	
computer	12 B	 turn on sequence Write all the steps to turning on the computer. Have student do the same. Do Task 2 Review. 	(optional)

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Two: COMPUTER BASICS (cont.) Task 3 Using the operating system	13 14 C	 Explain key words: desktop icons taskbar Write information in Task 3. Do Task 3 Review. 	(optional)
Task 4 Turning off the power to the computer	15 16 D	 Explain key words: shut down restart Demonstrate shut down and restart procedure for computer. (Use the CTRL, ALT, & Delete keys simultaneously for a second or two to restart.) Write down the steps in Task 4. Have student demonstrate. Do Task 4 Review. 	(optional)
Task 5 Using the mouse	17	 Explain key words: pointer click drag double-click Demonstrate using the mouse. (Continue to next page.) 	

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Two: COMPUTER BASICS (cont.) Task 5 Using the mouse	web site 18	 To insure success, go to the control panel and: Slow down movement speed on the mouse. Change click speed. Change double click to single click. Put big pointers out there with a tail. Use right click button. Play Solitaire. Go to: www.virtualstream.com/seniors Click on "Students", then on "Major Mouse Moves" to practice mouse skills. Instruct student to use a light click. Use Solitaire and "Major Mouse Moves" a number of times. Write information in Task 5. Do not move on until your student feels comfortable with the mouse. Do Task 5 Review. 	(optional)

Mastering the mouse is challenging, but proficiency is essential.

Be patient. Reassure students.

Repeat instruction as necessary.

Section Two: COMPUTER BASICS (cont.) Task 6 19 Explain key words: I-beam pointer shift key enter key back-space key space har	Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
cursor keys Demonstrate keys on the keyboard. Open up Wordpad. (Go to Programs to Accessories to Wordpad.) Have your student type his/her name and address, using the shift key, enter key, back-space key, space bar and curser keys. Have student show you the I-beam pointer. Write key functions and commands in Task 6. Do Task 6 Review. (optional)	COMPUTER BASICS (cont.) Task 6	20	I-beam pointer shift key enter key back-space key space bar cursor keys Demonstrate keys on the keyboard. Open up Wordpad. (Go to Programs to Accessories to Wordpad.) Have your student type his/her name and address, using the shift key, enter key, back-space key, space bar and curser keys. Have student show you the I-beam pointer. Write key functions and commands in Task 6.	(optional)

There are many different keyboards for computers.

Explain the key functions and commands for the keyboard your student is using.

Keep it simple at first, you can come back and do more.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Two: COMPUTER BASICS (cont.) Task 7 Operating a window	21	 Explain key words window title bar close menu bar 	
operating a naturn	22	 scroll bars address bar Write information in Task 7. Have student open and close a number of 	
	G	different windows.Do Task 7 Review.	(optional)

Maintain a low pressure, friendly atmosphere.

Leave students eager to try what they have learned and eager to learn more.

Check-in with your student and ask how he/she thinks the sessions are going.

Section Three Tutorial Guide

INTERNET & EMAIL

Section Three

It's time to get connected.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Three: INTERNET &	23	◆ Introduce the internet	
EMAIL Task 1	24	 Explain key words: modem internet 	
Getting familiar with the internet		 online service provider web browser Simply explain the internet, using an analogy 	
	25	such as the one below.Write information in	
	Н	Task 1. • Do Task 1 Review.	(optional)

The internet is like a fishing net – thrown into the water (the Web).

The modem is your fishing line, the online provider the fishing pole.

The web browser is the fishing reel. And you are the one looking to catch the information.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Three: INTERNET & EMAIL Task 2 Getting online to the internet.	26 27 I	 Explain key words: log on web browser window title bar close tool bar scroll bars address bar Write log-on steps and information in Task 2. Do Task 2 Review. 	(optional)
Task 3 Setting up a web-based email account	28 29 J	 Explain key words: email email address free email service provider sign-in password Write information in Task 3. Do Task 3 Review. 	(optional)
Task 4 Using my email account Task 4 continued on next page.	30	• Explain key words: compose to box cc box subject box check spelling button send button	

Workbook Page #	Teaching Strategies	Date Accomplished
31 K	 Demonstrate Task 4 and refer back to the key words as you sign-in, compose and send a message. Have student do Task 4. Coach him/her through it. Have them send a message to themselves. Write information in Task 4. Practice sending a message to a different person. Do Task 4 Review. 	(optional)
32 33	 Explain key words in box reply button delete button file menu print command Write in workbook the steps to checking email. Have student print out an email. Write down the steps. 	(optional)
	Page # 31 K 32	Page # • Demonstrate Task 4 and refer back to the key words as you sign-in, compose and send a message. • Have student do Task 4. Coach him/her through it. Have them send a message to themselves. • Write information in Task 4. • Practice sending a message to a different person. • Do Task 4 Review. 32 • Explain key words in box reply button delete button file menu print command • Write in workbook the steps to checking email. • Have student print out an email. Write down the steps.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Three: INTERNET & EMAIL (cont.) Task 6 Saving my email on to a floppy disk & exiting the internet	34 35 M	 Explain key words: floppy drive floppy disk save as sign-off log-off Show student a disk. Insert, copy onto the disk Write steps in Task 6 Write procedure for signing off an email account and logging off the internet. Have student sign-off email and log-off internet. Do Task 6 Review. 	(optional)

Offer reassurance. "You are doing fine."

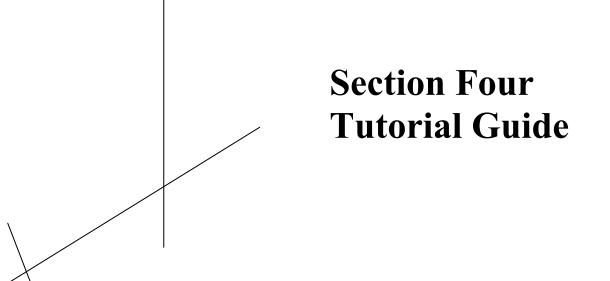
Be respectful and encouraging.

Computers can be intimidating.

Use simple language in all of your explanations.

Print out screens and paste in workbook as much as is helpful to your student.

Ask for feedback. Give feedback. Work together to add value and appreciation.



PLAYING ON THE WEB

Section Four

Web Fun

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Four: PLAYING ON THE WEB	36	• Explain the difference between internet and web. (and newsgroups are in the internet, not the web.)	
Getting to a web site	37	 Define the world wide web, the web browser, and search engines. Explain key words and point out their locations: web address web site web page hyperlink activity bar 	
	38	 Have student log-on to the internet and open a web browser. Type in a web address (refer to helpful websites in Section 6) and hit the "enter" key. Assist the student in selecting a link. Write steps in Task 1. 	
	N	Do Task 1 Review	(optional)

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Four: PLAYING ON THE WEB (cont.) Task 2 Moving around on the web	39 40 O	 Explain key words: back arrow forward arrow home stop refresh search engine Review key words while on a web site. Write information in Task 2. Help student find web directories and research different topics. Popular directories include: Yahoo, Excite, or Infoseek.com. Do Task 2 Review. 	(optional)

Demonstrate as you talk, show as you tell.

If you are unsure of an answer, be honest and work it out together.

End each tutoring on a positive note. Recap what your student did well.

Section Five Tutorial Guide

WORD PROCESSING BASICS

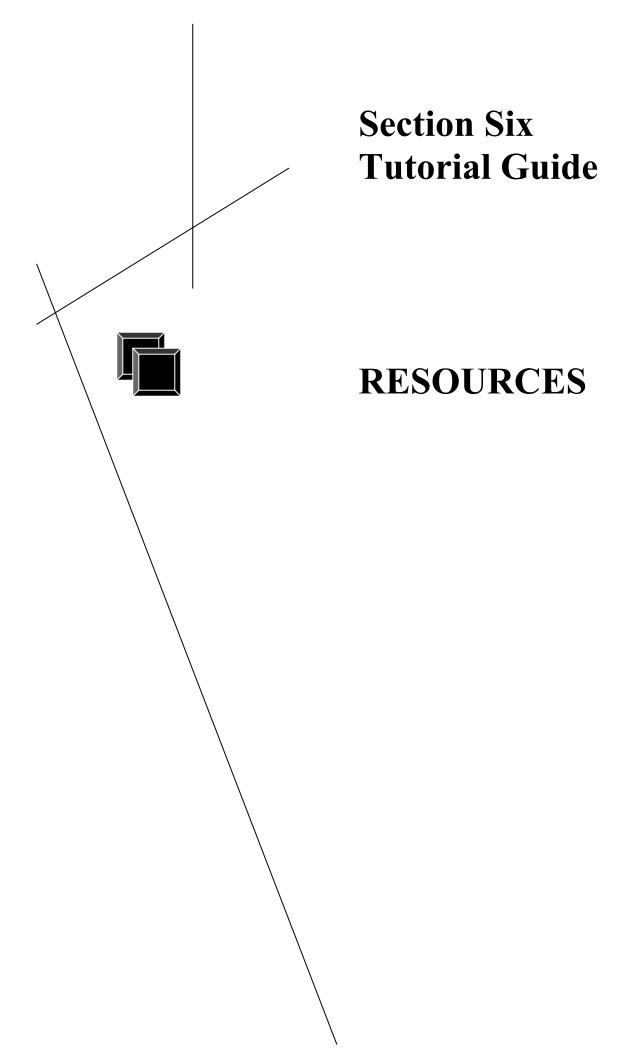
Section Five

Have your student play on the computer. Offer him/her as much hands on experience as possible.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Five: WORD PROCESSING BASICS	41	 Read Word Processing Basics Introduction page. Ask students for questions. 	
Task 1 Getting familiar with word processing	43	 Explain key words: word window title bar tool bar close scroll bars Point out, demonstrate and review key words. Write steps in Task 1 Review Section Two: Using the mouse, keyboard and windows. 	
	P	Do Task 1 Review.	(optional)
Task 2 Creating and formatting a document Task 2 continued on next page.		Explain key words file menu new document page set-up format menu view menu	

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Five: WORD PROCESSING BASICS (cont.) Task 2 Creating and formatting a document	45 Q	 Demonstrate and review key words. Write in Task 2. Have student set-up margins and page layout. Have student type <i>Dear Mary</i>. Change font and type size a number of times. Do Task 2 Review. 	(optional)
Task 3	46	Explain key words:	
Moving, adding or deleting text	47 R	 select text edit menu cut and paste copy clear or delete undo Have student type a few sentences about his/her home. Where it is, who lives with him/her, etc. Have your student select the text, copy and paste it. Select one sentence, cut and paste. Clear the sentence, then undo. Write in Task 3. Do Task 3 Review. If student has interest, describe options such as tab, bold, italic, etc. Write info in the <i>Notes and Illustrations</i> page. 	(optional)

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Five: WORD PROCESSING BASICS (cont.)	48	 Explain key words: tools menu spell check 	
Task 4 Checking for spelling errors and printing the document	49	 print command Have student type in "Deer Mary, How have yow been?" Do a spell check. Write stone in Task 4 	
uocumeni	S	Write steps in Task 4.Do Task 4 Review.	(optional)
Task 5 Naming and saving	50	 Explain key words: file name saving a file 	
the document, and exiting the program	51	 exit Have student type 5-6 sentences on his/her favorite food. Have student name the document, save it onto the disk, and exit the program. 	
	T	Write steps in Task 5.Do Task 5 Review.	(optional)



Section Six

A good question to ask is, "do you understand?"

Learners must see themselves as capable. Tutors who empower this concept help students become self-directed learners.

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Six: RESOURCES Task Reviews	A-T	 You and your student will design this part. Decide if Reviews will be completed independently, or with the tutor. Decide on the timing and if the Reviews will be done during or outside of the sessions. 	
Section Six: RESOURCES Answer log for tasks	U-X	 You and your student will design this part. How are the answers most helpful? Does the design reflect the student's learning style? 	

Teaching Goal	Workbook Page #	Teaching Strategies	Date Accomplished
Section Six: RESOURCES (cont.)		 Have your student search topics of interest to him/her and record the web sites in the workbook. Tutorials are helpful as additional practice during sessions or as independent work. 	

Useful Web Sites

Web Sites	Web Sites
Shopping www.amazon.com	Tutorials for computer skills www.seniornet.org
News	www.compututor.bc.ca
www.cnn.com Travel	www.cyberseniors.org.
www.expediacom	www.microsoft.com/access
Health www.onhealth.com	www.virtualstream.com/seniors Games
Finances <u>www.quicken.com</u>	www.nick.com
Resources for seniors <u>www.senior.com</u>	♦ How can your student bookmark these sites? Find his/her areas of
Senior housing information www.seniors-site.com	interest. Build on this list.
Senior health www.allhealth.com/seniors	

Section Six: RESOURCES

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